DOCUMENT RESUME

ED 100 141 FL 005 773

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TITLE How to Organize an A.A.T.G. Placement Information Center.
INSTITUTION American Association of Teachers of German.
PUB DATE 74
NOTE 26p.

EDRS PRICE MF-$0.75 HC-$1.35 PLUS POSTAGE
DESCRIPTORS Bilingual Teachers; Career Opportunities; Employment Opportunities; *German; *Information Centers; *Job Placement; *Language Teachers; Program Planning; *Teacher Placement

ABSTRACT

The American Association of Teachers of German advocates setting up local and regional Placement Information Centers (PICs) to provide help for members of the profession, cooperate with potential school and business employers and expand the bilingual job market. A PIC should concentrate on full- or part-time public school teaching positions, bilingual commercial positions and part-time community college or university jobs not covered by MLA Job Lists. This manual outlines PIC establishment procedures; use of standard bibliographical, job description and administrative forms; organizing applicant files; cooperation among teachers; use and sources of publicity for placement information; procedures to follow in contacting exployers and applicants when a position is open; and budget concerns. Supplements include sample forms of resumes, letters to potential employers and job seekers, and job description forms. A list of useful addresses for study or teaching abroad is also appended. (CK)

ED 100141

HOW TO ORGANIZE AN A.A.T.G. PLACEMENT INFORMATION CENTER

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FL 005 773

AMERICAN ASSOCIATION OF
TEACHERS OF GERMAN

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*Standard form provided by AATG National Office

HOW TO ORGANIZE AN AATG PLACEMENT INFORMATION CENTER

A Placement Information Center (PIC) operated under AATG auspices should provide: (1) systematic help for present and future members of the profession; (2) efficient cooperation with potential employers (both schools and commercial firms); and (3) an expansion of the bilingual job market. The major goal of the PIC is to strengthen the entire profession.

Contacts with businesses and employment agencies provide needed information on the non-teaching aspect of the market and how to develop it. Currently, most bilingual jobs in German require both language and secretarial skills. Also, double majors in German and another subject often prove to be assets in obtaining jobs with commercial firms. It is becoming more common to find administrators demanding more than one area of teaching competency. Students and advisors should be encouraged to remember this in planning courses of study. F. LeRoy Walser's article, "Career Education Holds Foreign Language Challenge," in the September 1973 issue of Accent on ACTFL, deals with this topic.

The PIC differs from other types of placement services. The PIC concept stresses personal contact on a local, state, or regional level rather than a national one. Each PIC should reflect the area it serves; factors to be considered are degree of AATG activity, demographics, population distribution patterns, commercial activities, the number of positions available, and the degree of potential cooperation with other foreign language organizations.* Currently, a regional approach seems most advisable to ensure coverage of all areas of the country.

An AATG PIC should be a cost-free service to the profession. No fees may be charged; fees may involve the AATG in legal complications. The AATG is a non-profit organization and depends upon voluntary contributions to support many of its activities and services. Membership in the AATG should not be a prerequisite to receiving assistance from the PIC, since the goal of the PIC is to serve the profession as a whole. Experience has shown that non-members of the AATG usually join when they contact the PIC, thereby increasing AATG membership.

The idea is not to compete with existing commercial placement services; rather, promoting the general health of the profession should be the primary concern. Placement efforts should be a regular part of the chapter's activities and have a place on the chapter budget. The term Placement Information Center has been suggested to emphasize that the PIC is not a placement service in the normal sense of the term, but that the primary function of the PIC is to expedite an exchange of information.

The PIC should devote its energies to those job categories where it may expect to be most effective: public school teaching positions (full-time, part-time, or substitute); bilingual commercial positions; and part-time community college and university positions (evening courses, adult education, summer sessions, tutoring, and overloads). These are the job categories not covered by the MLA Job Lists, which, for most candidates, are currently the most reliable source for full-time university positions. Candidates for this type of position should be urged also to consult the MLA Job Lists (c/o Modern Language Association, 62 Fifth Avenue, New York, New York 10011) in addition to the PIC.

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*The design of the PIC has benefited from research on Texas public school personnel patterns and trends in foreign language instruction. This research was supported by a grant through Organized Research, East Texas State University, Commerce, and was carried out with the cooperation and assistance of the Management Information Center, Texas Education Agency, Austin.

It is essential for the PIC to emphasize part-time positions. There is often a need (especially in emergencies) for teachers who can substitute, teach part-time, take over an extra class in the day or evening, or fill a bilingual position in business. Any language-related position is often a welcome possibility for a jobless colleague, and it is an observed fact that part-time positions often develop into full-time appointments.

When obtaining a job description, the PIC Chairperson should be alert for any special requirements. If it appears that the position might be difficult to fill within the specified time limit, the PIC Chairperson should inquire about possible alternatives, such as the use of part-time personnel.

The key to success for the PIC concept is the chapter involvement. The more active the Chapter PIC is, the more jobs can be identified for job seekers in the chapter area. When a job is located, the job applicants in the nearest PIC are contacted first. However, to facilitate communication and possible cooperation between chapters, the AATG has established a regional structure with five Regional Coordinators, who are the liaisons with the National PIC Co-directors. The Regional Coordinators assist the chapter PICs in several ways: (1) they maintain Regional Files of applicants and jobs; (2) they relay job vacancies to a larger geographic area if the vacancy is hard-to-fill; (3) they arrange mass mailings for chapters; (4) they serve as clearinghouses for cooperation between chapter PICs, especially when urban areas cross state boundaries; (5) they are sources of advice based on the experiences of other chapters; and (6) they serve as liaisons with the National Co-Directors.

A listing of all PIC Chairpersons for the chapters will be published as soon as it is available. Job seekers can then contact the appropriate PIC Chairperson in the area in which they are looking for employment. It is hoped that the current listing of PIC volunteers can be published at regular intervals. The Chapter PIC Chairperson should be listed with the chapter officers in the September Membership Issue of the German Quarterly.

I. ESTABLISHING A CHAPTER PIC

As soon as a chapter has decided to establish a PIC, the Chapter President should appoint a PIC Chairperson, who must be a dedicated person who is willing to follow up on job leads immediately and who will assume responsibility for several years. (A permanent chairperson and address lend stability to the PIC and obviate the need to inform applicants and employers of address changes.) The name, address, and telephone number of the new PIC Chairperson should be sent to the appropriate Regional Coordinator. A rubber stamp with the name and address of the Chapter PIC Chairperson will save time in marking the forms for proper return. If the PIC Chairperson must resign, the Chapter President should consider asking a colleague at the same institution to assume the responsibility. If possible, the PIC Chairperson should be located at an institution with good mail and message services. Copying facilities at reduced or complimentary rates should be available. Cooperative support of office staff at the school where the PIC Chairperson teaches can be decisive. When assuming the responsibilities of the PIC, the Chairpersons should make sure that channels of communication regarding the PIC are clear at their institutions. Routine procedures should be established for obtaining adequate information from phone calls and for arranging callbacks for long-distance calls when necessary.

Since it is essential for a PIC to respond quickly--even at times of the year when many teachers are on vacation and not at their normal addresses--there should be an active PIC address at all times. Appropriate arrangements should be made for handling mail and phone calls during the summer and Christmas, when vacancies often occur on short notice. Alternative telephone numbers (of Placement Committee members or a Vice-Chairperson, for example) should be given on all PIC correspondence, so that calls can always be relayed.

Additional Placement Committee members should be sought, with an eye to covering the major metropolitan areas served by the chapter. A good geographical distribution is important; carefully selected members can form a network for placing toll-free and low-charge phone calls in each area of a state. If possible, at least one member of the committee should be chosen from the PIC Chairperson's town or campus, so that both may work on mailings. The situation in each chapter will be different, depending on local population distribution and many other factors--even traffic patterns.

II. PIC FORMS

Standard forms for collecting biographical and professional information have been prepared by the National Office. The use of standard forms often prevents delays in obtaining additional information, certainly makes a more favorable impression on prospective employers, and serves as a guide for eliciting all essential information in the first place. If all PICs use the same Biographical Forms, applicants from different chapters can be submitted on the same basis to the same employer, if necessary. Forms are easily photocopied to relay information. The back of the PIC Chairperson's copy of the Biographical Form may be used to record dates on which the form was copied and locations to which copies were sent. The date of registration with the PIC should be noted. Experience has shown that some detail is necessary in the Biographical Forms, because many jobs have quite specific requirements (e.g., certification in a particular state, elementary level certification, all-level or supervisor's certification, a second teaching major, previous employment experience, American citizenship).

The appended sample letters should provide ideas for dealing with various situations which will arise during the year, and are based on the experience of pilot placement centers. Chapter PICs may adapt the recommended letters for local use as conditions require or to suit style preferences.

Following is a list of forms prepared for PIC use:

Form B--Biographical and Professional Information (4-page set; to be filled out by job seeker).

Form C--Job Description (2-page set; to be filled out by PIC Chairperson).

Form G--Instructions for Biographical Form; Notification Form for Removal of Application from File (to be filled out by job seeker).

Form R--Appointment of Chapter PIC Chairperson (to be filled out by Chapter President or appointee).

Form T--Transmittal Form for Chapter PIC Address Lists for Central Processing; Updating of PIC Lists (to be filled out by PIC Chairperson).

These forms are available through the PIC program.

III. ORGANIZING AN ACTIVE FILE OF JOB SEEKERS

Persons seeking positions should contact the nearest PIC Chairperson to obtain the Biographical Form and Instructions Sheet. The applicants send the top three copies to the PIC Chairperson and keep one of the four copies.

The PIC Chairperson organizes the Biographical Forms (either alphabetically or by level of teaching sought), so that a search for qualified candidates may be made quickly, especially if a prospective employer telephones. The first and second copies remain in the file; the third is sent to the Regional Coordinator. If the File grows to sufficient size, a system of cross-indexing may be needed. It may be important, for example, to have a special File or cross-indexing for teachers capable of working in a FLES program. The PIC Chairperson should notify applicants about conferences on teaching abroad, if something in this line occurs; about special opportunities to work or study abroad; and

about placement information received from other AATG chapters. Information on such programs as the National AATG Nordrhein-Westfalen Program and the HEW Teacher Exchange Programs should be disseminated. Persons with excellent credentials might be informed about fellowships and teacher exchange programs. The following information might be published in chapter newsletters:

> For predoctoral study or research, Fulbright and binational grants are awarded through the Institute of International Education (IIE), 809 United Nations Plaza, New York, New York 10017. IIE also publishes Teaching Opportunities Abroad (68 pp., $4.00), which may be purchased from the preceding address.
>
> The Department of Health, Education and Welfare (Office of Education, Washington, D.C. 20201) supplies information about opportunities for teaching in elementary and secondary schools abroad for one year and for summer seminars for teachers.
>
> For information about postdoctoral research and university lecturing, contact the Committee on International Exchange of Persons (CIEP), 2101 Constitution Avenue N.W., Washington, D.C. 20418.

Supplement H is a detailed bibliography of such opportunities.

It is of the utmost importance that applicants inform the PIC when a job is accepted or employment plans change, so that the Biographical Form may be removed promptly from the PIC File. Nothing is more damaging to the stature of the PIC than to steer a prospective employer to a person who is no longer in the job market. Perhaps re-registration might be required each fall. Another possibility is for the PIC Chairperson to contact applicants once or twice each year, but this might become costly. A form letter for the purpose of re-registration (K) might be sent.

IV. THE ROLE OF AATG MEMBERS IN THE PIC

An effective PIC relies on and actively encourages cooperation from all German teachers. Publicity about the chapter PIC should be directed regularly to the membership and to everyone in the profession through AATG meetings, newsletters, ACTFL-affiliate meetings, journals, and mailings. The broader the participation, the greater the chances that vacancies will be reported, and that the PIC will be ready to respond. The "grassroots" approach is the desired one here; teachers frequently have information about possible vacancies ahead of school officials. Also, they can personally inform the appropriate school officials about the existence of the PIC. A word of warning must be given, however: The PIC Chairperson and volunteers must be careful not to make advance information public before a teacher actually submits the formal resignation. Do not contact the school or business until the vacancy is definitely confirmed. It is absolutely essential to respect the rights and preferences of resigning teachers where resignations have not yet been announced.

In general, the PIC should be advertised constantly to the AATG chapter membership. Chapter officers, especially the President, will often be contacted to supply information about the PIC. Therefore, they should always keep informed about current PIC arrangements and know the address and phone number of the PIC Chairperson. It is important not to become discouraged at the outset; a couple of years of steady work may be needed to make the PIC known to both job seekers and employers.

V. PUBLICITY TO LOCATE AND GENERATE POSITIONS FOR APPLICANTS

In addition to volunteered information from members and other teachers, there are several ways to locate, and sometimes even generate, positions. (1) Mailings may be sent to schools with German teachers, informing the administrators about the PIC. (2) District

and diocese offices in metropolitan areas may be contacted by phone to ascertain if vacancies are expected. (3) Public, private, and parochial schools without German programs may be informed of the availability of German teachers with certain practical teaching-field combinations (which are appropriate for a beginning program) and about the PIC in general. (4) School superintendents or principals whose schools are without German programs may be contacted personally by area college or university professors, AATG officers, high school teachers from nearby schools, or delegations organized for this purpose. Parents' groups and community organizations can be vital to such efforts. Publicity Committees should communicate with PIC Committees to avoid duplicating efforts and mailing expenses. Attempts to develop new school programs should take place in close contact with the PIC, since such decisions may come suddenly and may be reversed if there is difficulty in locating teachers. See also Supplement L regarding telephone surveys, a technique appropriate to metropolitan areas.

To begin a mailing campaign, letters should be sent out to persons who might be seeking a German teacher or person with German-language skills. Recipients of these letters might include district superintendents; principals or personnel officers of secondary schools (public, private, and parochial); principals of schools operating or interested in establishing German FLES programs; German-American Clubs which provide language schools; deans or modern language chairpersons of junior colleges, extension divisions, colleges, and universities; directors of university placement centers; state or local foreign language consultants, supervisors, or coordinators; directors of state teacher placement offices or placement offices of the state NEA affiliates; other foreign language associations in the state; large business firms that have commercial dealings with German-speaking countries; and, possibly, leading employment or management-search agencies that specialize in placing college graduates. Sometimes employment agencies are looking for persons with special skills, like a second language. Firms with such needs might be manufacturers of products like chemicals or electronics. In order to get a job with such a firm, a German teacher usually needs additional skills: a double major in college, secretarial skills, or previous business experience. In metropolitan areas the PIC Chairperson or a PIC volunteer might regularly check the classified ads in leading newspapers to spot firms advertising bilingual positions. State employment agencies may wish to cooperate in filling commercial positions they have on file and should be contacted. Perhaps an advertisement or article might be placed in German-language newspapers of the area. Consular officials should be notified about the PIC, because they sometimes get calls from prospective employers.

There are various sources for addresses for large mailings to advertise the existence of the PIC: state Department of Education; state affiliate of NEA; state or municipal foreign language supervisor or coordinator; Directory of Education or public school directory for the state (usually in the possession of every high school principal and university education department, as well as most libraries); and the September issue of PMLA (for the names and addresses of chairmen at two- and four-year institutions).

If the PIC Chairperson and Committee decide to send a mass mailing, they should design a form letter appropriate to the recipients. The supplements contain two sample letters, one for superintendents, school personnel directors, modern language chairpersons (D) and the other for commercial firms and employment agencies (E). If a single form letter is to be sent to more than fifty addresses, the National Office does the entire mailing for the chapter. The PIC Committee needs only to put the addresses on the Transmittal Sheets provided by the National Office. Then the PIC Chairperson should send the form letter and the Transmittal Sheets to the Regional Coordinator, who relays all Chapter PIC requests to the appropriate National Co-Director. Arrangements have been made for the National Office to place the names in the computerized file. The National Office duplicates the form letter and sends it out to the addresses submitted. The addresses are stored for future mailings. The Chapter PIC Chairperson should keep a carbon or photocopy of each Transmittal Sheet, so that address changes can be made for future mailings.

VI. WHAT TO DO WHEN A VACANCY IS LOCATED

(1) When the request comes directly from the school or firm: The PIC Chairperson responds to the call or written request from the school or business by noting as many pertinent details about the position as possible on the Job Description Form supplied by the National Office. Next, the Chairperson goes through the PIC File and selects all Biographical Forms which meet the requirements stipulated for the vacancy. Copies of these Biographical Forms are then forwarded immediately to the prospective employer. The PIC Chairperson notes the names of the job applicants sent on the Job Description Form and indicates the action taken on the back of the Biographical Form of each applicant sent. If sufficient applicants are available, the Chairperson should wait until information about the filling of the vacancy is received before forwarding the second copy to the Regional Coordinator. If the PIC File does not contain at least two applicants meeting the minimum requirements, the Chairperson should immediately forward the Job Description Form to the Regional Coordinator, who can send applicants from the Regional File.

(2) When information is relayed by a teacher: As soon as the PIC Chairperson is assured that the present German teacher or business employee has resigned, the school or business needing a person should be contacted and diplomatically offered the service of the AATG PIC. The PIC Chairperson should state that the PIC can provide photocopies of brief Biographical Forms of professionally oriented teachers who are in the area and who are therefore available for interviews. In all cases, the PIC Chairperson must emphasize that neither the PIC nor the AATG is RECOMMENDING these candidates, but rather that the PIC is merely a service to INFORM employers about persons seeking employment in this field. Sometimes employers may prefer to have all qualified condidates contact them directly as soon as possible. Then each candidate with the basic qualifications must be contacted immediately. Jobs are often filled within a few days! Each vacancy and employer must be treated individually. If the employers request the Biographical Forms, it is up to them to contact the applicants. Depending on the circumstances, a follow-up call might be made later by the PIC Chairperson to learn if (and incidentally, how) the vacancy has been filled. The procedure of completion of the Job Description Form and forwarding to the Regional Coordinator is the same as in (1), when the request comes directly from the school or firm.

Even in cases where the PIC is not successful in filling a teaching vacancy, the demonstrated interest of the AATG promotes a good relationship with the school administration and may yield useful information. The school may contact the PIC again when another vacancy occurs.

VII. BUDGETARY CONSIDERATIONS

It is financially wise to begin on a limited basis, since it will take time to build up the reputation of the PIC in the chapter and among prospective employers. "Free" publicity in newspapers, newsletters, ACTFL-affiliate journals, and oral announcements should be used to advantage whenever possible. Word-of-mouth publicity will grow the longer the PIC functions. Some schools provide copying at minimal cost. Perhaps some departments might be willing to underwrite a portion of the operating costs for the publicity that the institution receives as the location of the AATG PIC. The chapter might wish to consider having a special fund-raising project to help finance the activities of its PIC. Enthusiasm for such a fund-raising project will be greatest if it is made known that the goal is to provide a badly needed service, namely, a clearing house for information that will benefit the entire profession.

Since the National Office can provide substantial financial assistance to Chapter PICs by taking care of mass mailings and duplication of standard forms, the major potential expenses of the PIC at the local level have been eliminated. Therefore, the

individual PICs receive a small amount of direct money, but a great deal of service. If every AATG Chapter establishes a PIC, one can easily see why this is necessary. Even $10.00 per chapter can amount to over $500.00. The PIC program is designed to serve and strengthen all AATG chapters, not just a few.

Careful planning is important in order to keep costs to a minimum. A budget should be prepared that includes such items as mailing costs, copying, and phone costs. Experience improves the ability to estimate these expenses. Accurate records of expenditures help in future planning.

For purposes of budget planning and for use in publicizing its services, the PIC Committee must keep records of mailings, number of vacancies handled, persons sent to each job possibility, results of placement efforts, contacts made, etc. A record for each applicant may be easily maintained by making a notation on the back of the Biographical Form whenever a copy of it is forwarded to an employer.

VIII. OUTLINE OF PIC PROCEDURES: A SUMMARY

A. Job seekers request the Biographical Form and Instructions Sheet from the appropriate PIC Chairperson. If the job seekers reside where no PIC is functioning, they may request forms and assistance from their Regional Coordinator, who will place their completed Biographical Forms in the Regional File. To avoid the needless forwarding of letters to PIC Chairpersons, Chapter Presidents and PIC Committee members should have extra copies of the Biographical Form and Instructions Sheet for distribution. Be sure that the name and address of the appropriate PIC Chairperson is on each form. No mail on placement should be sent to the AATG National Office.

B. Function of the four (4) copies of the Biographical Form (Form B).
Job seeker returns top three copies to nearest PIC Chairperson:
   1. Copy for Chairperson's file.
   2. Copy for submission to first employer--kept by PIC Chairperson until needed.
   3. Regional Coordinator's copy--forwarded by PIC Chairperson.

Job seeker retains fourth copy:
   4. Copy for job seeker's own records.

C. When a vacancy is located, the PIC Chairperson fills out the Job Description Form (Form C).

D. If the employer wants to have the Biographical Forms sent, the PIC Chairperson does the following:
   1. Sends photocopies of the Biographical Forms of all job seekers meeting the minimum requirements. No qualitative selection is made.
   2. Notes names and date(s) sent on Job Description Form.
   3. Indicates action taken on back of each Biographical Form in PIC File.
   4. Follows up on how vacancy was filled and notes this on Job Description Form.
   5. Sends completed Job Description Form to Regional Coordinator, keeping one copy for the Chapter PIC File.

E. If the employer wants to have applicants contact school or firm directly, the PIC Chairperson does the following:
   1. Informs all job seekers meeting the minimum requirements. Interested job seekers then contact the employer on their own.
   2. PIC Chairperson notes the names and date(s) contacted on the Job Description Form.

3. Indicates action taken on back of each Biographical Form in the PIC File.
4. Follows up on how vacancy was filled and notes this on Job Description Form.
5. Sends completed Job Description Form to Regional Coordinator, keeping a copy for the Chapter PIC File.

F. When the PIC File does not have at least two job seekers with the minimum qualifications, the PIC Chairperson should go ahead and submit the one in the PIC File (if one is there), following the above procedure. He should also immediately forward the Job Description Form to the Regional Coordinator, who should search the Regional File for other job seekers to submit, following the above procedure. Later the PIC Chairperson should follow up on the vacancy and inform the Regional Coordinator of the results. If necessary, Regional Coordinators may use vacancy lists for hard-to-fill jobs.

G. Function of the two (2) copies of the Job Description Form:
   1. PIC Chairperson's copy.
   2. Regional Coordinator's copy.

As a general rule, placement should be sought first as close as possible to the home of the job seeker. The principal exception would be a job seeker trying to relocate to a specific area. This procedure is important to give local teachers first opportunity at jobs in their own area and to keep the PIC committees from being overloaded with requests from other areas. A careful effort first to match jobs and applicants at the local level should be sufficient. Consultation with the Regional Coordinator can assure that both vacancy listings and job applications are passed on quickly enough to additional areas to avoid unnecessary delay.

January, 1974

William J. Harvey, AATG Vice-President
(University/College)

Cecilia C. Baumann, AATG Executive Council
(University/College Representative)

SAMPLE ANNOUNCEMENT
TO TEACHERS

A

Date

Dear German Teacher:

The _____ AATG Chapter is trying to establish communication between teachers and schools regarding possible job vacancies. We have established a Placement Information Center (PIC) to be an exchanger of names. That is, we will inform schools of qualified teachers looking for jobs and inform teachers where positions are available.

If we are to continue to urge our students to become German majors, we must take the responsibility of helping them to find jobs. Since school districts or superintendents may not know where to turn to locate new German teachers, we must depend on individual teachers to inform us of positions they are about to vacate or of other vacancies of which they are aware. Inform us if the resignation has not yet been announced; we do not make any information public or contact the school until the resignation has been made. If we want to build German programs we must show professional pride by supporting each other. So, as soon as you know you are leaving a job, simply telephone or drop a postcard to:

AATG PIC Chairperson
Address
Phone

If you are looking for a vacancy, drop us a postcard, and we will send you a biographical form to fill out for our file. Your postcard should provide basic information about your background and what type of job you are seeking for use until your form is returned for our active file.

No fee is charged to teachers or schools for placement assistance. Neither the PIC nor the AATG have any legal responsibility for your placement; the PIC merely provides information to make your job hunting a little easier. We wish you success in this endeavor!

Sincerely yours,

AATG PIC Chairperson

AATG pic

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN

PLACEMENT INFORMATION CENTER

BIOGRAPHICAL AND PROFESSIONAL INFORMATION

Form B

Date Submitted: _____

Name: _____
Last First Middle

Permanent Address: _____

Area Code: _____ Telephone: _____
(Please notify of change in address or telephone)

Temporary or summer address: _____

Center Location: _____
(Send to your AATG Chapter PIC Chairman)

Present Position: _____

Place of Birth: _____

Date of Birth: _____

Marital Status: _____

Number and Ages of Children: _____

American Citizen: _____

What type of teaching license do you hold? _____

What subjects are you qualified to teach? _____

Schools Attended	Dates of Attendance	Major/Minor	Degrees Earned	Date

Academic Honors: _____

Employment Experience: _____

Experience or Study Abroad: _____ Language Skills: _____

Membership in Professional Organizations; Offices Held (if any): _____

Are you available for substitution? _____ Part-time? _____ Evening classes? _____ Tutoring? _____

Experience or qualifications for extra-curricular activities: _____

Are you interested in a bilingual position in business? _____ Any business skills? _____

Can you relocate? _____ Location desired: _____ Can you travel? _____ Date available: _____

I authorize the AATG Placement Information Center (PIC) to release a photocopy of this form to any prospective employer. The PIC will in no way be responsible for any information contained therein.

Signed _____ Date _____

Address for return to PIC Chairperson or Regional Coordinator may be typed or stamped here.

To the prospective employer: Neither the PIC nor the AATG necessarily recommends any candidate; the PIC merely provides information about persons seeking employment.

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B

Form C

JOB DESCRIPTION

Date: _____

American Association of Teachers of German
Placement Information Center, _____ Chapter
PIC Chairperson:

C

School/College/Firm: _____

Address: _____ Tel: ( ) _____

Contact Person: _____

Title: _____ Tel: ( ) _____

Wants resumés sent: ☐ Wants applicants to contact directly: ☐

Length (months, semesters, years) of employment: _____

Renewal possible: ☐ No renewal: ☐ Temporary: ☐

Date to begin: _____ Salary range (opt.): _____

Teaching fields/skills necessary: _____

Job title or rank: _____

Degree required: B.A./B.S. ☐ M.A./M.S. ☐ M.B.A. ☐ C.P.A. ☐ A.B.D. ☐ Ph.D. ☐

Teaching certification? Elem.: ☐ Sec.: ☐ All-level: ☐ State? _____

U.S. citizenship? ☐ Course levels to teach: _____

Extracurricular requirements: _____

For business positions: Special business skills: _____

Travel expected: _____ Relocation or assignment change expected: _____

Other: _____

How did PIC learn of vacancy? _____

.....

CHECKLIST FOR PIC CHAIRPERSON:

Informed: ☐ or sent resumés: ☐ Date: _____

For following applicants (names only): _____

_____

_____

Sent one copy of this form to Regional Coordinator: ☐ Date: _____

Check here, if Reg. Coord. should search Regional File (Usually when Chapter PIC cannot supply at least two applicants): ☐

Position filled as of: _____ By PIC applicant? _____

Supplement D

SAMPLE LETTER TO
SCHOOLS OR COLLEGES

D

Date

DOES YOUR SCHOOL NEED A GERMAN TEACHER?

The American Association of Teachers of German, the national professional organization for qualified teachers of German, can help you. Here's how. The _____ Chapter of the AATG maintains a Placement Information Center (PIC) for members seeking teaching positions in the _____ area. If an opening should appear now or at a later date at your school or college, we are able to submit to you photocopies of the biographical and professional resumes of those most suited to your job requirements. The PIC serves solely to transmit information received from applicants in order to help job seekers and prospective employers; neither the AATG nor the PIC can assume responsibility for the applicants.

For this information and any other questions concerning our Placement Information Center, please contact the undersigned at _____. There is no fee for our service, either to the employer or the applicant, and we hope that PIC will be of use to your school.

Sincerely yours,

AATG PIC Chairperson

Supplement E

SAMPLE LETTER TO
COMMERCIAL FIRMS

E

Date

DO YOU NEED SOMEONE WITH SKILLS IN GERMAN?

The American Association of Teachers of German, the national professional organization for teachers of German, can help you. Here's how. The _____ Chapter of the AATG maintains a Placement Information Center (PIC) for members seeking positions in the _____ metropolitan area. If you learn of a business needing a person skilled in the German language, we are able to submit to you the biographical and professional resumes of those most suited to the job requirements. The PIC serves solely to transmit information received from applicants in order to help job seekers and prospective employers; neither the AATG nor the PIC can assume responsibility for the applicants.

For this information and for any other questions concerning our Placement Information Center, please contact the undersigned at _____. There is no fee for our service, either to the employer or the applicant, and we hope that PIC will be of use to you.

Sincerely yours,

_____ AATG PIC Chairperson

Supplement F

SAMPLE LETTER TO
FOREIGN LANGUAGE DEPARTMENTS

F

Date

To Foreign Language Departments:

The _____ AATG Chapter in _____ now has a Placement Information Center (PIC) to notify schools of qualified German teachers looking for jobs and to notify teachers of where jobs are available in _____. If you have graduating seniors with teaching credentials, please use the enclosed forms to enter these seniors in our Active File. Send information to:

PIC Chairperson
Address
Telephone

If you know of positions available, and do not have graduates to fill these job openings, please let us know. We will be glad to supply additional copies of the information form for applicants. Thank you very much for your cooperation.

Sincerely,

AATG PIC Chairperson

Enc.

Form C

INSTRUCTIONS FOR BIOGRAPHICAL FORMS

G

Dear German Teacher:

Please find enclosed the Placement Information Center form for your biographical and professional information (Form B). Please make entries clearly and neatly, as the form will be photocopied to supply information on candidates to school districts and other potential employers. It is important to include temporary or summer addresses and phone numbers when appropriate, so that you can be reached without delay. If an address is only valid for a certain period of time, this should be indicated. Currently the PIC has no vacancies. You will be contacted when a vacancy for which you qualify appears. As you do doubt realize, neither the AATG nor the PIC can assume legal responsibility for your placement. If you are willing to assist the PIC committee occasionally with bulk mailings, contact the PIC Chairperson.

Make sure that all copies of your information are clear. Use of typewriter or ball point pen on hard writing surface is recommended. Return the top three sheets of the set to your PIC Chairperson; retain the fourth copy for your records. Show the number of semester hours of undergraduate (U) and graduate (G) study for subjects you are qualified to teach.

==========

To avoid having your biographical information sent to a prospective employer when you are not available, PLEASE NOTIFY US WHEN YOU HAVE ACCEPTED A POSITION OR WISH TO BE WITHDRAWN FROM THE PIC FILE. Save this form for your convenience later.

☐ I wish to be withdrawn from the PIC File.

☐ I have accepted a position.

Name .....

Home Address ..... Phone .....

Name and Address of
Employing School/Company .....

.....

.....

Office/School Phone .....

I prefer to receive mail at ( ) home ( ) office/school

Length of Contract ..... Date Employed .....

Grades ..... Teaching Field(s) .....

Names of other German teachers at your school .....

Thank you!

AATG Placement Information Center

Supplement H

ACCOMPANYING INFORMATION TO
BE SENT WITH BIOGRAPHICAL
FORM TO JOB APPLICANTS

H

OPPORTUNITIES TO STUDY OR TEACH ABROAD--USEFUL ADDRESSES

I. TEACHING AT THE SECONDARY LEVEL

1. AATG NORD-RHEIN WESTFALEN PROGRAM

Teaching English in a German Gymnasium.
Requirements: 25 years old; member of AATG; B.A. plus two years of experience teaching a second language on the secondary or undergraduate college level; good command of the German language.
Write to: NRW Program Coordinator
AATG
339 Walnut Street
Philadelphia, Pa. 19106

2. HAMBURG SCHOOL AUTHORITY

Teaching Mathematics, Physics, Biology, and Chemistry in a Gymnasium.
Requirements: Ability to teach subject in German. Proficiency in mathematics, physics, biology, or chemistry. Prefer M.A. or M.S., but B.A. or B.S. acceptable with at least two years experience. Preference given to those with a M.A.T. or teaching certificates.
Write to: Cooperative College Registry
One Dupont Circle N.W.
Washington, D.C. 20036
or
Behörde für Schule, Jugend und
Berufsbildung
Amt für Schule
S 121-426
2 Hamburg 76
Hamburgstrasse 31
West Germany

3. PÄDAGOGISCHER AUSTAUSCHDIENST

Exchange programs for secondary teachers.
Requirements: Appropriate degrees, teaching experience, good German.
Write to: Pädagogischer Austauschdienst
Nassestrasse 8
53 Bonn
West Germany

4. TEACHING ENGLISH OR OTHER SUBJECTS IN GERMAN SECONDARY SCHOOLS

Requirements: M.A. or M.S.; teaching certificate; 3 years of teaching at the secondary level; age 25-50; full command of German.
Write to: Contact your nearest German Consulate.

5. ASSISTANT PROGRAM FOR GRADUATE STUDENTS PLANNING TO TEACH

Jobs involve assisting in the teaching of English in German secondary schools.
Requirements: B.A. or B.S.; fluency in German; prefer single persons under 30; apply by Dec. 31 for the following school year.
Write to: Contact the nearest German Consulate.

6. TEACHER-EXCHANGE PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS

Requirements: M.A.; several years of teaching experience; full command of German.
Write to: Teacher Exchange Section
International Exchange and Teaching Branch
Office of Education
Washington, D.C. 20202

7. DEPARTMENT OF DEFENSE SCHOOLS

Teachers, administrators, counselors, librarians, nurses, school psychologists, and social workers to staff elementary and secondary schools in twenty-seven countries.
Requirements: U.S. citizenship; B.A. or B.S.; 18 semester hours of education courses; teacher certification; college-level courses in the field to be taught; two years full-time teaching experience; willingness to accept assignment in any location.
Write to: Department of the Army
Deputy Chief of Staff for Personnel
Dependents Schools Teacher Recruitment Branch
(DAPE-CPC-RT)
Room 1A658
Pentagon
Washington, D.C. 20310

8. INTERNATIONAL SCHOOLS SERVICES

Teaching and administration in international and American community schools.
Requirements: Appropriate degrees and teaching experience.
Write to: Director of Educational Staffing Program
International Schools Services
392 Fifth Avenue
New York, New York 10018

or 2000 P Street
Washington, D.C. 20036

Teacher Applications
International School Services
126 Alexander Street
Princeton, New Jersey 08540

European Council of International Schools--Personnel Center
P.O. Box 96
1820 Montreux
Switzerland

II. COLLEGE-LEVEL TEACHING OR UNIVERSITY LECTURING

1. UNIVERSITY OF MARYLAND OVERSEAS PROGRAM

College-level courses for individuals associated with the Department of Defense abroad. Full-time and part-time lecturers in the following fields: anthropology, business, English, economics, government,

history, philosophy, psychology, sociology, speech, education, geology.
Requirements: College teaching experience; at least a Masters; preference to those with Ph.D. and ability to teach in two academic fields; U.S. citizen; priority to single persons and those married with no dependents.
Write to: Dean, University College
University of Maryland
College Park, Maryland 20742
or, if overseas:
Director, European Division
University of Maryland
69 Heidelberg 1
Postfach
West Germany

2. UNIVERSITY LECTURING AND POST-DOCTORAL RESEARCH

Requirements: Ph.D.; excellent German.
Write to: Conference Board of Associated Research Councils
Committee on International Exchange of Persons
2101 Constitution Ave. N.W.
Washington, D.C. 20418

III. PREDOCTORAL STUDY OR RESEARCH

1. FULBRIGHT AND DAAD FELLOWSHIPS

Requirements: Excellent credentials; U.S. citizenship; B.A. before the beginning date of the grant; majority of high school and undergraduate education in the U.S.; good German; good health.
Write to: Information and Reference Division
Institute of International Education
809 United Nations Plaza
New York, New York 10017

2. SUMMER SEMINARS FOR TEACHERS

Write to: Department of Health, Education, and Welfare
International Exchange and Training
Office of Education
Washington, D.C. 20201

Further information on these and other programs in all parts of the world is given in the book Teaching Abroad, 68 pp., 1973, available from the Institute of International Education, 809 United Nations Plaza, New York, N.Y., 10017. Send a check for $4.00 with your order.

For information on studying in Germany, write:
German Academic Exchange Service (D.A.A.D.)
1 Fifth Avenue, Suite 11D
New York, New York 10003

Goethe-Institut (Also special courses for teachers)
8 München 2
Lenbachplatz 3
West Germany

Supplement I

SAMPLE FOLLOW-UP LETTER
TO SCHOOLS

BEST COPY AVAILABLE

Date

Mr. _____, Personnel Director
_____ School District
_____
_____

Dear Mr. _____:

I hope you have been successful in locating a German teacher for the current academic year. In accordance with your request, information on your position was sent to qualified candidates in our active file and to departments of German which certify teachers or you received photocopies of our file's biographical forms. If you have employed a new German teacher, I would appreciate receiving the teacher's name and address. If not, I will be glad to continue trying to locate a qualified teacher for your position. If there is any way I can be of assistance to you in the future, please let me know.

Sincerely,

AATG PIC Chairperson

Supplement J1
(Also see alternate form)

SAMPLE LETTER OF NOTIFICATION
TO TEACHERS

J1

BEST COPY AVAILABLE

Date

Dear German Teachers:

We have the following vacancies to report:

(Included should be the names and locations of individual high schools, along with names and addresses of school district personnel directors, superintendents or principals. In some cases home phone numbers of school district officials can be included at their request. Where appropriate, a notation can be appended to vacancies announced previously, e.g.: "We assume this position is still open, since we have not heard to the contrary." The chairman might wish to announce "possible" openings in school districts which are considering a new program and have expressed an interest in information on candidates for positions.)

The following positions, previously announced, are now filled:

(List.)

As always, if you apply and receive a position, please let us know as soon as possible, so that we may keep our records up to date.

Sincerely,

AATG PIC Chairperson

Supplement J2
(Alternate form)

SAMPLE LETTER INFORMING TEACHER THAT HIS BIOGRAPHICAL FORM WAS SUBMITTED TO A PROSPECTIVE EMPLOYER

J2

BEST COPY AVAILABLE

Date

Dear German Teacher:

The PIC was contacted about the following position:

The prospective employer requested that the PIC submit photocopies of the biographical forms of all qualified candidates for the position directly to him. Since your background meets the requirements of the position, your biographical form was submitted along with those of other candidates who also qualify. The PIC makes no selection among candidates.

Because the employer intends to contact personally only those candidates who interest him as finalists for the position, do not contact the employer. The PIC has performed its function of relaying information; the decision now rests solely with the employer. This letter is being sent to you for your information only. There is no need to contact the PIC unless you are not interested in or available for this position. We wish you success in your job hunting!

Sincerely yours,

AATG PIC Chairperson

Supplement K

LETTER TO APPLICANTS IN ACTIVE FILE FOR FALL CONFIRMATION OF CONTINUED INTEREST

K

BEST COPY AVAILABLE

Date

Dear German Teacher:

To make the AATG PIC more effective, we request that job applicants confirm each fall whether or not they wish to have their biographical form kept in the Active File. Please help us keep an up-to-date file for prospective employers by returning the brief questionnaire to us.

☐ I have accepted a position and am returning the completed form below.

☐ I wish to be kept in the Active File.

☐ Please withdraw my biographical form from the Active File.

☐ Facts on my biographical form placed on file earlier have changed. Please send me a new biographical form.

☐ I would be willing to help as a PIC volunteer.

The AATG PIC wishes you success in obtaining employment. Please make any suggestions you might have for improving the PIC.

Best wishes,

AATG PIC Chairperson

. . . . . .

(The form included with Supplement G can be also reproduced with this form.)

SUPPLEMENT L

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L

A TELEPHONE APPROACH TO A LANGUAGE PROGRAM SURVEY
(COMBINED EFFORT FOR PIC AND MEMBERSHIP DRIVE)

In order to maintain an up-to-date file of language teachers in any specific area, the best method to survey the language program is often to call the schools directly.

1) First compile a list of the schools within the telephoning area by looking in the yellow pages of the phone book under SCHOOLS-PUBLIC. Sometimes a complete listing can be obtained in the Directory of the State Office of Public Instruction. In metropolitan areas, there is sometimes a listing of individual schools available from the school board.
2) List each high school and junior high by name, address, and phone number.
3) After you have the public schools listed, you should also try to list the private and parochial schools by looking under SCHOOLS-PRIVATE and SCHOOLS-PAROCHIAL. (If you are not familiar with those schools in your area, a good place to find out which ones are actually junior high or high school level is to check the sports pages of your local newspaper. The private and parochial schools have their own sports leagues. At least once a week you will find a list of the standings with each school's name and record listed.) Again, lists of individual schools can be obtained from diocese offices.
4) Once you have your lists compiled, you can begin the telephoning. If at all possible, speak with a counselor, who is usually informed about the teachers and their schedules.
5) Always identify yourself and give the purpose of the call. For example:
"This is .... with the .....Chapter of the American Association of Teachers of German. We are trying to up-date our files. Could you give me some information about your language program and teachers?"
Most schools are very cooperative, although sometimes they will ask that you contact the administration office for this information. (The reason to speak with the schools directly is that central administration lists are often not up-to-date. Central office staff members often do not know the number of classes or levels taught. The central administration seldom knows if a teacher is leaving an individual school. And, of course, you have no way of knowing what the individual school attitude or atmosphere is if you only speak with the administration office.)
6) These are questions you may want to ask:
a) "What foreign languages are taught in your school?"
If German is taught:
b) "What is the name of your German teacher?"
c) "How many classes of German are taught--What levels?"
If German is not taught:
a) "What is the approximate school enrollment?"
b) "Has German ever been taught at your school?"
c) "Is the principal receptive to adding new courses?"
d) "Do you know if there is a possibility of adding German to the course offerings?"
Of course, these last questions would be asked only of a counselor, vice-principal, or other official, not the school secretary.

BEST COPY AVAILABLE

7) It is also a good idea to talk with the foreign language supervisor in each district after you have surveyed the district. By talking with the foreign language supervisor you can check on the district's attitude. Sometimes those in charge of language are primarily English supervisors who are not only not aware of the foreign language programs but also not interested in them. Is the supervisor receptive to enlarging the program and aware of schools where other languages, but not German, are taught? If you find a receptive supervisor, explain the PIC Program. See if the AATG can be of any service in enlarging or building German programs in this district. Offer to keep the supervisor informed of all professional meetings or activities in this area which are available to local teachers. Perhaps the counselor would be interested in receiving a copy of A Modern Case for German, which can be supplied to the chapter by the National Office free of charge.

8) After you have finished the telephoning, compile a list of teachers and their class assignments. For example:

	Name	Number of classes	Levels
1.	Janice Jones Elwood High School 1711 Elwood Lane Jackson, Texas 93084	5	I, II, III

9) Then compile a list of schools where the enrollment is large enough to offer German, but there is no German program. For example:

	School Name	Enrollment	Languages Offered
1.	Winnett High School	1800	Spanish, French, Latin

10) Each year in the spring and again in the fall, these calls should be repeated. With lists like these, updated each year, the AATG can:

a) find positions where teachers may be leaving (especially through the spring calls);
b) update membership mailing lists;
c) keep in touch with all German teachers;
d) increase AATG membership by contacting non-members personally;
e) find out which areas are growing, which teachers are enlarging their own enrollments (and perhaps check to find out how); and
f) know where to begin to initiate or strengthen new programs.